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ABSTRACT

A description and evaluation of Elementary and Secondary Education Title I- funded projects for the state of Kentucky are reviewed in this report. It describes parental involvement, staffing, and project participants. Project components include the following: reading, kindergarten, general education, special education, and mathematics. A needs assessment conducted in Kentucky by Title I applicants indicated that inadequate reading development was the major concern. Inadequate knowledge of mathematics and inadequate command of the language ranked second in importance. (Author/AM)

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ED135883

EVALUATION REPORT

1974-75 KENTUCKY ESEA TITLE I PROGRAM

Prepared by

The Bureau of Instruction
Division of Compensatory Education
John H. Bruce, Director

in cooperation with

The Office of Planning and Research
Division of Evaluation
and
The Bureau of Administration and Finance
Division of Computer Services

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James B. Graham
Superintendent of Public Instruction
KENTUCKY DEPARTMENT OF EDUCATION
Frankfort, Kentucky

CPO 16698

JAN 19 1977

FOREWORD

The Division of Compensatory Education is grateful to Kentucky school leaders and Title I staff members whose commitment to effective compensatory educational programs is reflected in the data compiled in this report.

We express gratitude, too, to those involved in the preparation of the local districts' evaluation reports to the Department of Education. Most reports evidenced careful attention to instructions, acceptable objective measures of educational progress, accurate recording of participation and staffing data, and promptness in the completion and submission of the documents.

The Division of Compensatory Education urges the continued cooperation of local school district personnel in the careful preparation of the federally mandated annual Title I evaluation reports; and, of course, the continued commitment to effective, productive compensatory instructional programs for the educationally disadvantaged children of Kentucky.

John H. Bruce, Director
Division of Compensatory Education

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PART I

NEEDS ASSESSMENT

As required by law and regulation, each Title I grant applicant annually conducts an assessment of the special needs of educationally disadvantaged children and establishes a priority for addressing these needs.

Planners in Kentucky school districts employed various methods to identify and order learner needs. One hundred eighty-two districts made use of standardized achievement tests. Observation techniques were employed in 138 districts. Diagnostic tests and mental ability tests were used in 111 and 108 districts respectively. While other techniques were exercised, none were implemented in as many as half of the Commonwealth's school districts.

Inadequate reading development eclipsed all other concerns indicated by respondents, with 89 percent rating that as of primary significance.

Inadequate knowledge of mathematics and inadequate command of language were most frequently indicated as being of second ranked importance.

A compilation of district rankings of educational concerns is presented in Table 1.

TABLE 1

EDUCATIONAL CONCERNS INDICATED BY PERSONNEL
IN TITLE I PROJECTS BY PERCENT

EDUCATIONAL CONCERNS	Rank			
	1st	2nd	3rd	4th
Inadequate Reading Development	89%	6%	2%	3%
Inadequate Command of Language	2%	28%	18%	13%
Poor Health	0	1%	2%	1%
Nutritional Deficiencies	0	0	1%	1%
Cultural Deprivation	3%	7%	16%	19%
Inadequate Knowledge of Mathematics	0	31%	19%	12%
Inadequate Provisions for Educating the Handicapped	1%	3%	3%	1%
Inadequate Pre-school Experience	5%	19%	20%	15%
Inadequate Educational Facilities	1%	1%	3%	3%
Inadequate Instructional Facilities and Equipment	0	1%	2%	3%
Other	0	1%	1%	0

PART II

PARENTAL INVOLVEMENT IN TITLE I, ESEA PROJECTS

Parent involvement in FY 1975 Title I projects, as would be expected, ranged from extensive, meaningful partnership to casual, informal participation. Observations by SEA representatives monitoring district projects indicate that increasing numbers of LEA's are achieving effective parent involvement in Title I programs.

The 1974-75 school year saw the initiation of School Advisory Councils throughout the Commonwealth. Most districts began the year with only District Councils, but organized School Councils during the course of the year. LEA's reported an average of 3.5 District Advisory Council meetings during the year with the average DAC including 11.4 parent members. Table 2 summarizes parental involvement in the seven categories of participation for which districts were asked to provide data. With the exception of Advisory Council membership (for which districts were required to maintain records), the data reflect a compilation of estimates reported by the 183 school districts.

Tables 2a, 2b, 2c, 2d, and 2e indicate the extent of parental involvement in the same categories of participation (except Advisory Council membership) in reading, kindergarten, general education, special education, and mathematics components. Advisory Council membership is not included as a category of parent involvement in the various components, since such involvement is project-wide and not possible to quantify by component.

TABLE 2

PARENTAL INVOLVEMENT IN TITLE I PROGRAMS

	No. Parents	No. Parents per 100 Participants	Total No. Involved	Average No. Parents Per District	Average Hours per District
Served on Advisory Committees	2,089	1.8	7,695	11.4	42.0
Visited Title I Classroom	15,844	13.8	15,763	86.6	86.1
Individual Conferences with Teachers	19,267	16.8	11,427	105.3	62.4
Parents Contacted on Home Visits	16,943	14.8	13,435	92.6	73.4
Attended Parents' Day or Similar Program	19,058	16.6	20,084	104.1	109.6
Field Trips or Other Activities Without Pay	3,771	3.3	17,354	20.6	94.8
Teacher Aides or Other Activities With Pay	575	0.5	27,248	3.1	148.9
Estimated Unduplicated Count of Parents Participating Above	36,093	31.4	113,006	197.2	617.5

TABLE 2a

PARENTAL INVOLVEMENT IN READING COMPONENTS

	No. Parents	No. Parents per 100 Participants	Total Hrs. Involved	Average No. Parents per District	Average Hours per District
Visited Title I Classroom	11,423	14.0	9,537	54.1	45.2
Individual Conferences with Teachers	13,659	16.7	8,129	64.7	38.5
Parents Contacted on Home Visits	10,469	12.8	10,713	49.6	50.8
Attended Parents' Day or Similar Program	13,553	16.6	14,713	64.2	69.7
Field Trips or Other Activities Without Pay	2,189	2.7	11,585	10.4	54.9
Teacher Aides or Other Activities With Pay	131	.2	27,425	.6	130.0
Estimated Unduplicated Totals	24,473	30.0	82,102	116.0	389.1

TABLE 2b

PARENTAL INVOLVEMENT IN KINDERGARTEN COMPONENTS

	No. Parents	No. Parents per 100 Participants	Total Hrs. Involved	Average No. Parents per District	Average Hours per District
Visited Title I Classroom	2,879	53.9	7,015	102.8	250.5
Individual Conferences with Teachers	2,207	41.3	1,920	78.8	68.6
Parents Contacted on Home Visits	1,009	18.9	695	36.0	24.8
Attended Parents' Day or Similar Program	2,244	42.0	3,498	80.1	124.9
Field Trips or Other Activities Without Pay	1,303	24.4	5,114	46.5	182.6
Teacher Aides or Other Activities With Pay	10	.2	35	.4	1.3
Estimated Unduplicated Totals	5,072	94.9	18,277	181.1	652.8

TABLE 2c

PARENTAL INVOLVEMENT IN GENERAL EDUCATION COMPONENTS

	No. Parents	No. Parents per 100 Participants	Total Hrs. Involved	Average No. Parents per District	Average Hours per District
Visited Title I Classroom	2,342	33.4	2,948	25.2	31.7
Individual Conferences with Teachers	2,345	33.5	1,594	25.2	17.1
Parents Contacted on Home Visits	1,478	21.1	1,319	15.9	14.2
Attended Parents' Day or Similar Program	1,800	25.7	2,693	19.4	29.0
Field Trips or Other Activities Without Pay	456	6.5	1,154	4.9	12.4
Teacher Aides or Other Activities With Pay	35	0.5	4,547	.4	48.9
Estimated Unduplicated Totals	3,367	48.0	14,255	36.2	153.3

TABLE 2d

PARENTAL INVOLVEMENT IN SPECIAL EDUCATION COMPONENTS

	No. Parents	No. Parents per 100 Participants	Total Hrs Involved	Average No. Parents per District	Average Hours per District
Visited Title I Classroom	401	21.3	466	16.0	18.6
Individual Conferences with Teachers	575	30.6	435	23.0	17.4
Parents Contacted on Home Visits	433	23.1	388	17.3	15.5
Attended Parents' Day or Similar Program	313	16.7	443	12.5	17.7
Field Trips or Other Activities Without Pay	100	5.3	490	4.0	19.6
Teacher Aides or Other Activities With Pay	-0-	0.0	-0-	0.0	0.0
Estimated Unduplicated Totals	683	36.3	2,222	27.3	88.9

TABLE 2e

PARENTAL INVOLVEMENT IN MATHEMATICS COMPONENTS

	No. Parents	No. Parents per 100 Participants	Total Hrs. Involved	Average No. Parents per District	Average Hours per District
Visited Title I Classroom	3,138	16.6	7,306	41.3	96.1
Individual Conferences with Teachers	3,450	18.3	7,168	45.4	94.3
Parents Contacted on Home Visits	3,517	18.6	9,200	46.3	121.1
Attended Parents' Day or Similar Program	4,037	21.4	5,543	53.1	72.9
Field Trips or Other Activities Without Pay	916	4.9	3,976	12.1	52.3
Teacher Aides or Other Activities with Pay	28	0.1	375	.4	4.9
Estimated Unduplicated Totals	5,467	29.0	33,568	71.9	441.7

PART III

STAFF OF KENTUCKY TITLE I PROJECTS

Staff Positions

One hundred eighty-three Kentucky school districts employed 4,800 persons to staff positions wholly or partly funded by Title I in 1974-75 programs. This represents the equivalent of 4,432.3 full-time positions.

Three thousand three hundred thirteen persons were employed to fill 3,027.2 FTE (full-time equivalent) professional staff positions, while 1,487 were employed in 1,405.1 FTE non-professional positions.

Classroom teachers comprised the largest group employed in Title I programs. The 2,442.8 FTE teachers represented more than 80% of the professional educators and 55% of the total Title I staff.

Sixty-four percent of the total Title I staff was assigned to compensatory reading programs. Another 24% was assigned to reading-related programs such as kindergarten, special education, and other programs which were devoted primarily to the development of reading or pre-reading skills. Twelve percent of the total staff was employed in mathematics programs.

Table 3 represents the compilation of the staff of Kentucky's 1974-75 Title I projects according to the nature of assignment. Table 4 reflects staff assignments by full-time equivalents in reading, kindergarten, general education, special education, and mathematics programs.

Staff Development

The Kentucky Department of Education conducted a series of regional in-service training workshops and a two-day State Compensatory Education Conference for professional Title I staff members during the 1974-75 school year.

TABLE 3

TOTAL STAFF PAID FROM TITLE I FUNDS

ACTIVITY ASSIGNMENT	Personnel Employed	Full-Time Equivalent
Teaching-Kindergarten	275	233.9
Teaching-Elementary	2063	1999.4
Teaching-Secondary	220	206.2
Teaching Handicapped	7	3.3
Teacher Aide	1259	1223.4
Librarian	302	223.8
Library Aide	59	48.2
Supervision	80	63.4
Direction and Management	96	79.3
Counseling	133	104.1
Psychologist	2	1.8
Testing	7	4.5
Social Work	75	65.8
Attendance	5	3.5
Nurse	27	24.0
Dentist	2	1.2
Clerical	113	92.5
Other Professional	19	13.0
Other Non-Professional	56	41.0
Total	4800	4432.3

TABLE 4

STAFF EMPLOYED IN TITLE I
PROGRAMS BY COMPONENT
(Full-time Equivalent)

ACTIVITY ASSIGNMENT	READING	KINDERGARTEN	GENERAL EDUCATION	SPECIAL EDUCATION	MATHEMATICS
Teaching-Kindergarten	0.0	233.9	0.0	0.0	0.0
Teaching-Elementary	1,330.9	0.0	406.9	0.0	259.0
Teaching-Secondary	157.7	0.0	0.7	0.0	46.8
Teaching-Handicapped	3.0	0.0	0.0	0.3	0.0
Teacher Aide	808.4	118.4	90.0	70.0	136.6
Librarian	170.6	6.8	25.6	1.5	19.3
Library Aide	39.0	0.0	7.2	0.0	2.0
Supervision	41.6	3.3	7.2	0.4	10.9
Direction and Management	48.0	3.8	14.2	1.6	11.7
Counseling	71.6	2.8	12.1	1.1	16.5
Psychologist	1.1	0.4	0.0	0.3	0.0
Testing	3.4	0.6	0.1	0.2	0.2
Social Work	42.8	3.7	8.9	0.5	9.9
Attendance	2.3	0.2	0.8	0.0	0.2
Nurse	14.1	1.8	4.8	0.0	3.3
Dentist	1.2	0.0	0.0	0.0	0.0
Clerical	67.2	3.2	10.2	1.2	10.7
Other Professional	8.2	0.3	1.6	0.2	2.7
Other Non-Professional	22.2	6.6	6.6	0.3	5.3
Total	2,833.3	385.8	596.9	77.6	535.7

The one-day in-service training sessions attracted 2,281 participants, while the State Conference was attended by 2,303 Title I staff members. Two hundred fifty-eight administrators and supervisors who were involved in Title I programs (but employed in positions not funded by Title I) attended one or both of these activities. In addition, 281 counselors, social workers, and school nurses employed by Title I attended conferences conducted by their respective professional organizations.

Local school districts also conducted in-service activities designed to improve the effectiveness of staff members. Professional employees of Title I devoted an average of 15.2 hours to such training. Teacher aides employed in Title I programs participated in an estimated average of 8 hours of joint in-service training with teachers with whom they worked.

The level of educational attainment of teacher aides in 1974-75 Title I projects is reflected in Table 5.

TABLE 5

TEACHER AIDE QUALIFICATIONS

EDUCATION	AIDES
Master's Degree	2
Bachelor's Degree	20
College Training	344
High School Diploma	788
High School Training	39
Less than High School Training	22
TOTAL	1,215

PART IV

PARTICIPANTS OF ESEA TITLE I PROGRAMS IN KENTUCKY

Scope of Program

One hundred eighty-three of Kentucky's 185 school districts conducted 1974-75 regular year Title I projects. Twelve districts provided summer programs varying from four to eight weeks in duration.

Educationally disadvantaged children participated in Title I-funded compensatory instructional programs in 1,124 schools in the Commonwealth.

Children of 129 non-public schools were served by Title I programs. Thirty-seven school districts assigned Title I teachers to instruct eligible children at non-public school sites; eight districts arranged for non-public school children to be released for a period of the day to receive instruction in public school Title I classes.

Instruction was provided at all grade levels with more districts providing compensatory services at the second, third, fourth, and fifth grade levels than at any others. Table 6 indicates the number and percentage of school districts providing Title I instruction at each grade level.

Table 6

GRADE LEVELS SERVED BY TITLE I PROJECTS

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
No. of Dists.	26	144	173	176	172	163	150	120	116	36	24	15	13
Percent of Dists.	14.2	78.7	94.5	96.2	94.0	89.1	82.0	65.6	63.4	19.7	13.1	8.2	7.1

TABLE 7

NUMBER OF CHILDREN PARTICIPATING IN
TITLE I BY INSTRUCTIONAL ACTIVITY

Activity	K-6	7-12	Total
Reading	66,348	15,323	81,671
Kindergarten	5,342	0	5,342
General Education	6,589	420	7,009
Special Education	1,497	382	1,879
Mathematics	13,962	4,901	18,863
Other Direct Instructional Activities	557	105	662
Unduplicated Total (Estimated)	93,815	20,977	114,792

Participation by Subject Area

More than 99% of Kentucky's 1974-75 Title I participants were served by project components designed to stimulate achievement in the basic skills of reading and/or mathematics.

Seventy-one percent (81,671 children) of project participants were enrolled in reading programs. An additional 12% (14,230 children) participated in such programs as kindergarten, readiness, and special education which were also designed to promote reading development. Fourteen percent (18,863 participants) were enrolled in mathematics programs.

Table 7 reflects the numbers of children particpating in the various categories of Title I instructional components conducted during the 1974-75 school year. The categories are self-explanatory with the exception of "General Education." The category, "General Education," includes all project components (except kindergarten and special education activities) which were designed to address needs in more than one subject area. Summer programs seeking to attain objectives in both reading and math are included in this category, as are self-contained readiness classes. Tutoring programs, when tutoring is provided in more than one subject area (as often occurs in programs for institutionalized children), are also included in the category, "General Education."

Table 8 reflects by activity the number of children receiving supportive services funded by Title I and designed to enhance the effectiveness of instructional programs. Forty-five percent (51,976 children) of Kentucky's Title I participants received library services funded by Title I. Twenty-six percent (29,455 participants) received health services. Twenty-four percent received guidance and counseling services, and 19% benefited through school social services.

Participation by Grade Level and by Public and Non-Public School Enrollment in Various Subject Areas

As in previous years, participation in compensatory instructional programs was concentrated in the primary and intermediate grades. Fifty-eight percent of the Commonwealth's Title I participants were enrolled in grades K through 4; 82% in grades K through 6; and 95% in grades K through 8.

Two thousand one hundred eighty-seven (1.9%) of the State's participants were enrolled in non-public schools.

TABLE 8

NUMBER OF PUPILS PARTICIPATING IN
TITLE I SUPPORTIVE ACTIVITIES

Activity	K-6	7-12	Total
Attendance	2,046	395	2,441
Clothing	5,270	870	6,140
Food	1,078	35	1,113
Guidance and Counseling	21,313	6,082	27,395
Health-Dental	5,624	805	6,429
Library	42,598	9,378	51,976
Health-Medical	25,817	3,638	29,455
Psychological	877	112	989
School Social Work	16,303	5,020	21,323
Speech Therapy	551	21	572
Transportation	2,240	124	2,364
Spec. Activities for Handicapped	377	52	429
Other Activities	322	61	383

Four thousand nine hundred participants of summer programs are included in the data displayed in Table 9. Little duplication results in these figures since the twelve districts conducting summer programs designed them, for the most part, to serve eligible children who were not included in regular year programs.

Handicapped Children in Title I Projects

Local school personnel judged 9,643 (8.4%) of the State's Title I participants to be physically or mentally handicapped. Since few Kentucky school districts employ clinicians in all the various categories of impairment, local evaluators were asked to identify handicapped participants by teacher judgement when clinical identification was impractical. Multiple-handicapped children were counted only once, by major handicap.

Of the 9,643 children identified as handicapped, 1,879 participated in Title I funded special educational programs. Others received supportive services designed to facilitate educational progress in the compensatory programs in which they participated.

Ethnic Background of Participants

School district personnel were asked to report the racial and ethnic background of their total school populations as well as that of their Title I enrollments. Although all of the categories listed in Table 11 were represented in both Title I and total enrollment, no group other than Caucasian and Black comprised as much as one tenth of one percent of either population.

TABLE 9

TITLE I ENROLLMENT BY GRADE LEVEL
IN
PUBLIC AND NON-PUBLIC SCHOOLS BY SUBJECT AREA

Grade Level	Reading		Kindergarten		General Education		Special Education	
	*P	**NP	P	NP	P	NP	P	NP
K	7	7	5,330	12	-0-	-0-	-0-	-0-
1	8,646	289	-0-	-0-	3,861	74	228	-0-
2	12,897	238	-0-	-0-	1,042	53	229	-0-
3	12,484	255	-0-	-0-	604	63	235	-0-
4	11,456	280	-0-	-0-	255	92	277	-0-
5	10,643	208	-0-	-0-	242	66	264	-0-
6	8,775	163	-0-	-0-	196	41	264	-0-
7	5,945	77	-0-	-0-	21	10	135	-0-
8	5,462	39	-0-	-0-	27	9	99	-0-
9	1,919	29	-0-	-0-	20	6	53	-0-
10	976	10	-0-	-0-	18	-0-	44	-0-
11	529	10	-0-	-0-	6	1	27	-0-
12	319	8	-0-	-0-	301	1	24	-0-
Column Total	80,058	1,613	5,330	12	6,593	416	1,879	-0-
Component Total	81,671		5,342		7,009		1,879	

*Public
**Non-public

(Continued)

TABLE 9
TITLE I ENROLLMENT BY GRADE LEVEL
IN
PUBLIC AND NON-PUBLIC SCHOOLS BY SUBJECT AREA

Grade Level	Mathematics		Other Direct Instructional Activities		Unduplicated Totals (Estimated)		Unduplicated Total (Estimated)
	P	NP	P	NP	P	NP	
K	-0-	-0-	-0-	-0-	5,307	19	5,326
1	708	106	170	-0-	13,463	458	13,921
2	1,340	16	176	-0-	15,514	298	15,812
3	1,973	9	186	-0-	15,706	311	16,017
4	2,916	7	3	-0-	14,816	372	15,188
5	3,333	18	7	-0-	14,384	280	14,664
6	3,521	15	13	2	12,679	208	12,887
7	1,954	8	21	1	8,057	81	8,138
8	1,796	11	29	4	7,305	62	7,367
9	658	20	22	4	2,664	56	2,720
10	195	3	2	2	1,235	15	1,250
11	178	6	13	-0-	753	17	770
12	71	1	7	-0-	722	10	732
Column Total	18,643	220	649	13	112,605	2,187	114,792
Component Total	18,863		662				

TABLE 10

HANDICAPPED CHILDREN IN KENTUCKY TITLE I
PROGRAMS BY MAJOR HANDICAP

Handicap	Number	Percent of Title I Enrollment
Mentally Retarded	2,771	2.4%
Hard of Hearing	831	0.7%
Deaf	38	less than 0.1%
Speech Impaired	3,378	2.9%
Crippled	122	0.1%
Visually Handicapped	1,465	1.3%
Emotionally Disturbed	590	0.5%
Other Health Impaired	448	0.4%
Total	9,643	8.4%

TABLE 11

ETHNIC BACKGROUND OF TITLE I PARTICIPANTS AND STATE SCHOOL POPULATION

Ethnic Background	Title I Participants		Kentucky School Population	
	No.	Percent	No.	Percent
Caucasian	96,693	84.2	693,749	88.9
American Indian	60	0.1	145	0.0
Black	17,972	15.7	77,059	10.0
Spanish-Surnamed	28	0.0	231	0.0
Oriental	24	0.0	441	0.1
Other	15	0.0	23	0.0
Total	114,792	100.0	771,648	100.0

PART V

ACHIEVEMENT RESULTS

Reading

Reading components were implemented in 1,135 schools in the 183 district projects. The most common evaluation design employed the measure of grade equivalent gain between pretest and posttest means. Local districts were instructed to exclude from the calculations the scores of participants who, for any reason, were not administered both tests, or whose pretests and posttests spanned a time interval other than that spanned by the group tests. The child who entered the program significantly later than the date of the group pretest would not be included in the calculation of the mean for either test; neither would the child who left the program prior to the group posttest.

As is indicated in Table 12, pre/posttest scores were reported for 70,822 participants enrolled in programs which measured reading achievement in terms of grade equivalent gain. A review of local district reports indicates that as much as 10% duplication may exist in this count. A few districts employ evaluation designs which include more than one measure of gain between pretest and posttest. For example, the objectives of one district's reading program are: (1) Participants of the reading program will gain one month per month of instruction in reading vocabulary, as measured by . . . . . ; and (2) Participants will gain one month per month of instruction in reading comprehension, as measured by . . . . . .

We are confident that the data reported in Table 12 reflect the achievement of at least 63,740 students, or 78% of the State's Title I reading program participants.

For these children, grades 1 through 12, the average time interval between tests was 8.5 months. The average expected gain (as predicted in the stated objectives of the project applications) was 7.8 months. The average actual gain was 9.6 months, or 1.8 months more than predicted in stated objectives.

TABLE 12

SUMMARY DATA ON READING OBJECTIVE 01

READING OBJECTIVE 01: "Gain in reading achievement as measured by standardized test, reported in grade equivalent scores."

GRADE	Average Months pre-test to post-test	Average Expected Gain in Months	Actual Gain in Months	Actual Gain Less Expected Gain in Months	Number of Students	Number of Students Met Expected Gain	% Students Met Expected Gain	Components	Components Met Expected Gain	% Components Met Expected Gain
1	7.9	6.7	10.6	3.9	2,885	1,420	49.2	48	34	70.8
2	8.5	7.9	9.0	1.1	11,788	6,906	58.6	198	153	77.3
3	8.9	7.8	9.8	2.0	12,407	7,161	57.7	226	170	75.2
4	8.6	7.9	9.1	1.2	11,599	6,580	56.7	225	169	75.1
5	8.6	8.1	9.3	1.2	10,523	5,948	56.5	209	165	78.9
6	8.6	8.2	9.3	1.1	8,996	4,857	54.0	183	131	71.6
7	8.5	7.3	9.6	2.3	5,347	3,103	58.0	141	97	68.8
8	8.4	7.3	11.8	4.5	4,718	2,917	61.8	124	99	79.8
9	8.0	7.2	11.2	4.0	1,547	997	64.4	29	26	89.7
10	7.6	7.1	11.2	4.1	547	356	65.1	18	14	77.8
11	7.6	6.3	11.7	5.4	283	241	85.2	12	10	83.3
12	7.5	6.2	10.4	4.2	182	136	74.7	10	9	90.0

TABLE 13

SUMMARY DATA ON READING OBJECTIVES

Objective		Marked Improvement	Improvement	No Change	Negative Change	Total Number of Components
02 Gain in reading achievement as measured by publishers' test, other than norm-referenced tests.	Components	23	18	0	0	41
	Percent	30.8	69.2	0.0	0.0	
03 Gain in reading achievement as measured by standardized tests, reported other than in grade equivalent scores.	Components	5	8	0	0	13
	Percent	38.5	61.5	0.0	0.0	
04 Gain in reading achievement as measured by teacher made test, teacher checklist, teacher observation, etc.	Components	15	12	0	0	27
	Percent	55.6	44.4	0.0	0.0	
05 Improved attendance as measured by attendance records, or improved attitude toward school as measured improved attendance.	Components	2	14	1	1	18
	Percent	11.1	77.8	5.6	5.6	
06 Increased use of library as measured by comparison with base line data or comparison with non-Title I students.	Components	21	23	1	0	45
	Percent	46.7	51.1	2.2	0.0	
07 Improved attitude toward school, or toward reading, as measured by affective test, self-report instruments, teacher judgement, etc.	Components	10	17	1	1	29
	Percent	34.5	58.6	3.4	3.4	
08 Improved performance in other content areas, as measured by teacher reports, grade cards, grade point standings, etc.	Components	3	2	0	0	5
	Percent	60.0	40.0	0.0	0.0	
09 Improved speech and hearing through therapy provided as supportive to reading instruction as measured by teacher judgement, etc.	Components	1	0	0	0	1
	Percent	100.0	0.0	0.0	0.0	
10 Improved attitude toward self as measured by published self-concept measure, student report, parent report, teacher judgement, etc.	Components	10	11	0	0	21
	Percent	47.6	52.4	0.0	0.0	

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The 9.6 month average actual gain over the 8.5 month mean time interval between tests yields an average gain in reading achievement of 1.13 months per month of instruction.

Table 15 summarizes by grade level the data reported by districts relative to student progress toward attainment of reading objectives measured by norm-referenced tests, reported in grade equivalent scores.

Since not all component objectives and evaluation designs provided a "difference between the means" measure of progress, the local district reporting document included an alternate format for the reporting of educational progress not so measured.

For such objectives, the district evaluators were instructed to rate the degree of program success by indicating whether the participants achieved "Marked Improvement," "Improvement," "No Change," or "Negative Change"; and to cite the evidence upon which this rating was based. This format allowed both objective and subjective evidence to be reported. This Department did not discourage the reporting of subjective evidence, provided that it supplemented objective measures of progress. Table 13 represents the compilation of local district reports of educational progress toward the various categories of objectives listed.

Kindergarten

Twenty-six Kentucky school districts conducted kindergarten components serving 5,342 educationally deprived children of 147 eligible attendance areas and one institution for neglected children. The compilation of district reports relative to the degree of attainment of stated objectives is summarized in Table 14. As was noted earlier, districts reporting in this format were required to cite evidence for their ratings of "Marked Improvement," "Improvement," etc.

The most common category of objectives (sought by 17 components) endeavored to demonstrate student gains in general readiness skills as measured by published readiness tests, locally constructed readiness tests, checklists, etc. Ten of the 17 districts employing this objective cited evidence of "Marked Improvement" by their participants; the remaining seven districts observed "Improvement." Overall, 47.6% of ratings indicated "Marked Improvement," and an equal percentage indicated "Improvement."

TABLE 14

SUMMARY DATA ON KINDERGARTEN OBJECTIVES

Objective		Marked Improvement	Improvement	No Change	Negative Change	Total Number of Components
01 Gain in general readiness skills as measured by publishers' readiness test, local readiness test, checklist, etc.	Components	10	7	0	0	17
	Percent	58.8	41.2	0.0	0.0	
02 Gain in ability to identify and name letters of alphabet as measured by teacher made test, teacher checklist, etc.	Components	1	1	0	0	2
	Percent	50.0	50.0	0	0	
03 Gain in development of rudimentary sight vocabulary or phonics skills as measured by publishers' test, teacher made test, teacher checklist, etc.	Components	3	4	0	0	7
	Percent	42.9	57.1	0.0	0.0	
04 Gain in ability to identify shape, size and color concepts as measured by publishers' test, teacher made test, teacher checklist, etc.	Components	1	2	0	0	3
	Percent	33.3	66.7	0.0	0.0	
05 Increased ability to follow directions as measured by teacher observation, parent report, etc.	Components	0	1	0	0	1
	Percent	0.0	100.0	0.0	0.0	
06 Increased performance of motor skill tasks as measured by publishers' test, teacher observation, teacher checklist, etc.	Components	2	2	0	0	4
	Percent	50.0	50.0	0.0	0.0	
08 Improved social skills as measured by teacher observation, teacher checklist, etc.	Components	2	2	1	0	5
	Percent	40.0	40.0	20.0	0.0	
09 Improved attitude toward school as measured by attendance records, or improved attitude toward school as measured improved attendance.	Components	1	1	1	0	3
	Percent	33.3	33.3	33.3	0.0	

General Education

Ninety-three "General Education" components serving 254 schools in the Commonwealth were implemented during the 1974-75 school year. As described earlier in this report, "General Education" included all programs (except kindergarten and general education) designed to foster achievement in more than one subject area. The main thrust of these programs was toward the development of reading skills.

Participants of first grade reading readiness classes composed approximately one-half the 7,009 "General Education" enrollees. Some 27% of enrollees participated in summer programs devoted to remediation in both reading and math skills. More than 10% were enrolled in second year programs for children ill equipped to enter the second grade. Most of the remainder were involved in tutorial programs (many of them institutional programs).

Of the 1,893 participants of summer reading and math programs, 1,307 were both pretested and posttested to measure reading achievement, and 1,303 for math achievement. Seven hundred fifty-three (58% of those tested) met the reading objective of one month's gain per month of instruction. Nine hundred thirty-two participants (72%) met or exceeded a like objective for achievement in mathematics.

Little commonality existed in the measurement of educational progress in readiness and tutorial programs. Tables 15 and 16 reflect data relating to the achievement of the relatively few students enrolled in projects which employed mean grade equivalent gain as a measure of program success. Table 17 summarizes the reports of districts which measured achievement in terms other than the "difference of means."

Special Education

Twenty-five special education components were approved and implemented in 1974-75 Title I projects. These included programs for the educable handicapped, trainable handicapped, neurologically impaired, and other categories of exceptionality. Children of 96 eligible attendance areas participated in these programs.

Title I involvement in special education programs in the 1974-75 year consisted almost entirely of supplementing (with teacher aides, counseling, social services, etc.) special education units funded by the State's Minimum Foundation Program. Although these programs are subject to the same requirements relative to evaluation of educational progress which

TABLE 15

SUMMARY DATA ON GENERAL EDUCATION OBJECTIVE 01

GENERAL EDUCATION OBJECTIVE 01: "Gain in reading achievement plus in one or more other areas as measured by standardized test, reported in grade equivalent scores."

GRADE	Average Months pre-test to post-test	Average Expected Gain in Months	Actual Gain in Months	Actual Gain Less Expected Gain in Months	Number of Students	Number of Students Met Expected Gain	% Students Met Expected Gain	Components	Components Met Expected Gain	% Components Met Expected Gain
1	8.0	7.2	10.2	3.0	185	131	70.8	4	3	75.0
2	8.3	6.4	7.4	1.0	90	52	57.8	5	1	20.0
3	8.9	6.8	10.7	3.9	34	25	73.5	3	3	100.0
4	3.0	5.0	5.0	0.0	5	3	60.0	1	1	100.0
6	3.0	5.0	10.0	5.0	3	3	100.0	1	1	100.0
7	3.0	5.0	2.0	- 3.0	1	0	0.0	1	0	0.0
8	3.0	5.0	2.0	- 3.0	3	1	33.3	1	0	0.0
9	3.0	5.0	7.0	2.0	3	2	66.7	1	1	100.0

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TABLE 16

SUMMARY DATA ON GENERAL EDUCATION OBJECTIVE 02

GENERAL EDUCATION OBJECTIVE 02: "Gain in reading achievement as measured by standardized test, reported in grade equivalent scores."

GRADE	Average Months pre-test to post-test	Average Expected Gain in Months	Actual Gain in Months	Actual Gain Less Expected Gain in Months	Number of Students	Number of Students Met Expected Gain	% Students Met Expected Gain	Components	Components Met Expected Gain	% Components Met Expected Gain
1	8.2	8.6	11.2	2.6	309	220	71.2	11	9	81.8
2	9.0	8.2	9.3	1.1	308	200	64.9	12	9	75.0
3	9.2	7.8	8.2	0.4	200	114	57.0	13	9	69.2
4	8.0	4.0	14.0	10.0	8	6	75.0	2	2	100.0
5	8.0	4.0	13.0	9.0	1	1	100.0	1	1	100.0
6	8.0	4.0	12.3	8.3	3	2	66.7	2	1	50.0
7	8.0	4.0	5.0	1.0	3	2	66.7	2	1	50.0
8	8.0	4.0	5.0	1.0	2	2	100.0	1	1	100.0
9	8.0	4.0	2.5	- 1.5	2	0	0.0	2	0	0.0

TABLE 17

SUMMARY DATA ON GENERAL EDUCATION OBJECTIVES

Objective		Marked Improvement	Improvement	No Change	Negative Change	Total Number of Components
01 Gain in reading achievement plus in one or more other areas as measured by standardized test, reported in grade equivalent scores.	Components	5	3	0	0	8
	Percent	62.5	37.5	0.0	0.0	
02 Gain in reading achievement as measured by standardized test, reported in grade equivalent scores.	Components	5	8	0	0	13
	Percent	38.5	61.5	0.0	0.0	
03 Gain in mathematics achievement as measured by standardized test, reported in grade equivalent scores.	Components	0	3	0	0	3
	Percent	0.0	100.0	0.0	0.0	
06 Gain in reading achievement plus in one or more other areas as measured by standardized test, reported in form other than grade equivalent.	Components	5	10	0	0	15
	Percent	33.3	66.7	0.0	0.0	
07 Gain in reading achievement as measured by standardized test, reported in form other than grade equivalent.	Components	10	8	0	0	18
	Percent	55.6	44.4	0.0	0.0	
10 Improve social adjustment or interpersonal relationships as measured by self-report instruments, teacher judgement, discipline records, etc.	Components	7	7	0	0	14
	Percent	50.0	50.0	0.0	0.0	
11 Improved attitude toward school as measured by attendance records, or improved attitude toward school as measured by improved attendance.	Components	6	8	1	0	15
	Percent	40.0	53.3	6.7	0.0	
12 Improved attitude toward self as measured by published self-concept measure, student report, parent report, teacher judgement, etc.	Components	1	4	0	0	5
	Percent	20.0	80.0	0.0	0.0	
13 Improved psychomotor skills as measured by publishers' test, teacher observation, teacher checklist, etc.	Components	5	4	0	0	9
	Percent	55.6	44.4	0.0	0.0	
14 Gain in readiness skills such as increased attention span, color identification, etc., as measured by local tests, checklists, etc.	Components	13	14	0	0	27
	Percent	48.1	51.9	0.0	0.0	

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TABLE 18

SUMMARY DATA ON SPECIAL EDUCATION OBJECTIVES

Objective		Marked Improvement	Improvement	No Change	Negative Change	Total Number of Components
01 Gain in reading achievement as measured by standardized test, reported in grade equivalent scores.	Components	4	4	1	0	9
	Percent	44.4	44.4	11.1	0.0	
02 Gain in reading achievement as measured by publishers' test other than norm-referenced tests.	Components	0	5	0	0	5
	Percent	0.0	100.0	0.0	0.0	
03 Gain in reading achievement as measured by teacher made test, teacher checklist, teacher observation, etc.	Components	0	5	1	0	6
	Percent	0.0	83.3	16.7	0.0	
04 Gain in achievement in other than reading as measured by standardized test, publishers' test, teacher made tests, etc.	Components	4	5	2	0	11
	Percent	36.4	45.5	18.1	0.0	
05 Gain in survival word reading skill as measured by standardized test, teacher test, teacher observation, etc.	Components	1	0	1	0	2
	Percent	50.0	0.0	50.0	0.0	
06 Improved social adjustment or interpersonal relationships as measured by teacher observation, teacher checklist, etc.	Components	5	1	0	0	6
	Percent	83.3	16.7	0.0	0.0	
07 Improved attitude toward school as measured by self-report instruments, teacher judgement, discipline records, etc.	Components	1	2	0	0	3
	Percent	33.3	66.7	0.0	0.0	
08 Improved attitude toward self as measured by published self-concept measure, student report, parent report, teacher judgement, etc.	Components	3	1	0	0	4
	Percent	75.0	25.0	0.0	0.0	
09 Gain in psychomotor skills or physical skills for living as measured by publishers' test, teacher observation, etc.	Components	1	4	0	0	5
	Percent	20.0	80.0	0.0	0.0	
10 Increased use of library as measured by comparison with base line data or library records.	Components	2	1	0	0	3
	Percent	66.7	33.3	0.0	0.0	

apply to programs fully funded by Title I, it appears that (in some instances) local district evaluators felt less responsibility for careful preparation of evaluation reports. In some cases, components were rated to have achieved "marked improvement" in student performance in the absence of any reported evidence of such improvement. Such ratings are excluded from the summary data displayed in Table 18.

Mathematics

Seventy-six mathematics components served eligible children in 296 Kentucky schools in the 1974-75 school year. The most widely used appraisal of student progress employed in these programs was the measure of grade equivalent gain between pretest and posttest. The 18,396 pretest/posttest scores summarized in Table 19 are estimated to represent the scores of at least 16,556 children, or 88% of the program participants. As noted in the discussion of reading achievement, a few programs measured separately the achievement in two skills, such as computation and arithmetic application.

The average interval between pretest and posttest for these participants was 9.2 months. The mean predicted gain, as stated in project objectives, was 8.3 months. The average actual gain was 10.2 months (1.9 months more than the expected gain). The gain of 10.2 months in 9.2 months of instruction represents a gain of 1.1 months per month of instruction. Table 19 summarizes by grade level the data reported by school districts with reference to the grade equivalent gain measure of mathematics achievement.

The degree of attainment of objectives not measured by pretest/posttest grade equivalent gain was reported by districts as reflecting "Marked Improvement," "Improvement," "No Change," or "Negative Change" in student performance. Such evaluations were required to be supported by evidence of the degree of progress indicated. As is indicated in Table 20, 90% of the ratings indicated "Marked Improvement" or "Improvement" as the degree of progress effected.

TABLE 19

SUMMARY DATA ON MATHEMATICS OBJECTIVE 01

MATHEMATICS OBJECTIVE 01: "Gain in mathematics achievement as measured by standardized test, reported in grade equivalent scores."

GRADE	Average Months pre-test to post test	Average Expected Gain in Months	Actual Gain in Months	Actual Gain Less Expected Gain in Months	Number of Students	Number of Students Met Expected Gain	% Students Met Expected Gain	Components	Components Met Expected Gain	% Components Met Expected Gain
1	8.2	5.3	15.0	9.7	283	150	53.0	7	4	57.1
2	9.3	7.7	9.7	2.0	1,188	813	68.4	33	27	81.8
3	9.3	7.6	11.7	4.1	1,729	1,254	72.5	49	43	87.8
4	9.3	9.0	8.3	- 0.7	3,292	1,585	48.1	62	49	79.0
5	9.3	8.8	9.9	1.1	3,741	1,891	40.5	72	57	79.2
6	9.5	9.0	9.0	0.0	4,013	1,913	47.7	69	48	69.6
7	8.8	7.3	11.5	4.2	1,877	1,166	62.1	49	38	77.6
8	9.0	7.4	12.8	5.4	1,769	1,166	65.9	47	36	76.6
9	8.9	6.3	13.0	6.7	465	321	69.0	10	8	80.0
10	8.1	5.1	13.4	8.3	35	32	91.4	3	3	100.0
11	8.0	5.0	19.0	14.0	2	1	50.0	2	1	50.0
12	8.0	5.0	39.5	34.5	2	2	100.0	2	2	100.0

TABLE 20

SUMMARY DATA ON MATHEMATICS OBJECTIVES

Objective		Marked Improvement	Improvement	No Change	Negative Change	Total Number Of Components
01 Gain in mathematics achievement as measured by standardized test, reported in grade equivalent scores.	Components	0	6	0	1	7
	Percent	0.0	85.7	0.0	14.3	
02 Gain in mathematics achievement as measured by publishers' test, reported other than norm-referenced tests.	Components	2	1	0	0	3
	Percent	66.7	33.3	0.0	0.0	
03 Gain in mathematics achievement as measured by standardized test, reported other than in grade equivalent scores.	Components	1	1	0	0	2
	Percent	50.0	50.0	0.0	0.0	
04 Gain in mathematics achievement as measured by teacher made test, teacher checklist, teacher observations, etc.	Components	5	4	0	0	9
	Percent	55.6	44.4	0.0	0.0	
05 Improved attendance as measured by attendance records, or improved attitude toward school as measured improved attendance.	Components	2	5	2	0	9
	Percent	22.2	55.6	22.2	0.0	
06 Improved attitude toward school or toward mathematics as measured by affective test, self-report instruments, teacher judgement, etc.	Components	2	5	0	1	8
	Percent	25.0	62.5	0.0	12.5	
07 Improved attitude toward self as measured by published self-concept measure, student report, parent report, teacher judgement, etc.	Components	0	4	0	0	4
	Percent	0.0	100.0	0.0	0.0	

APPENDIX

LEA REPORTING FORMS

INSTRUCTIONS

1974-75

TITLE I EVALUATION REPORT

COMMONWEALTH OF KENTUCKY

Department of Education

FRANKFORT 40601

April 1, 1975

Dear Superintendent:

Federal regulations require an annual evaluation of each Title I project. The document by which the Department of Education collects evaluation data from local school districts remains essentially the same as that employed in the preceding two years.

Complete instructions for the preparation of these reports are being distributed to local districts with the evaluation forms. We urge that personnel charged with the responsibility of preparing the reports follow closely the item by item directions for their completion.

Should questions arise as to the nature of information solicited by items in the document, please call Mr. William Field, Division of Compensatory Education, for explanation or clarification.

We welcome your suggestions for the improvement of this reporting document.

Sincerely,

John H. Bruce

John H. Bruce
Director
Division of Compensatory Education

JHB/ns

GENERAL INSTRUCTIONS

1. Evaluation reports must be submitted separately for regular year projects and summer projects. Completed evaluation reports are to be returned to Mr. John H. Bruce, Director, Division of Compensatory Education.

   Evaluation for regular year projects must be submitted by July 14, 1975.

   Evaluation for summer projects must be submitted by September 8, 1975.

2. The Evaluation Report should be prepared in quadruplicate, with the four copies being distributed as follows:

   (a) One is your work copy.
   (b) One copy is to be retained in the local district's ESEA, Title I file.
   (c) Two copies are to be submitted to the Division of Compensatory Education, Kentucky Department of Education.

3. The district's Evaluation Report will include one completed "Part I, Project Information" document and as many "Part II, Component Information" documents as required for the number of components in the district's project.

   All items in "Part I, Project Information" relate to school district or total project data. All items in "Part II, Component Information" request data specific to the project component identified on the cover sheet for that particular element of the district's Title I project.

4. Codes to be utilized in responding to a number of items are presented in Appendices A, B, and C, in this instruction booklet.

INSTRUCTIONS

PART I

PROJECT INFORMATION

(All items in this section require responses in terms of total project data.)

Report Certification

Indicate in one of the boxes near the top of the page whether the report is for a regular year project (August or September, 1974 to May or June, 1975) or for a summer project (Summer, 1975). In no case should data for regular year and summer programs be combined. Twelve month programs should be reported as regular year programs on a July 1 to June 30 basis.

Certification should be signed by the superintendent and by the Title I coordinator or contact person if other than the superintendent. Enter date of signature.

Each district is identified by a six digit county and district code. The first three digits identify the county in which the district is located; the next three digits identify the district.

Examples:

	County Code			District Code		
Nelson County	0	9	0	4	5	1
Bardstown	0	9	0	0	1	7

Enter your district name, county code, and district code. (The district code will also be entered at the upper right corner of many pages of this report where indicated.)

Enter the names of the approved components of the project as directed near the bottom of the page.

SECTION A

Needs Assessment and Participation Data

Item 1: Enter names of all schools, public or non-public (or institutions) in which Title I activities are conducted. Enter school codes for each school. If school code for non-public schools in your district are not available, please leave blank.

Item 2: Enter the number of schools in which Title I activities are conducted.

Items 3, 4, 5, and 6: Respond as directed.

Item 7: Respond as directed. Circle the "0" if an area does not apply in your district. Example: If no teacher aides are employed in the project, "0" would be circled after the sub-item, "Contribution of teacher aides to project".

Table I: Enter the number of participants in each instructional area as indicated (K-6, 7-12, and total). A child who participates in more than one activity will be counted more than once.

Table II: Enter the number of children who receive Title I funded supportive services. Again, an individual child may be counted in more than one activity.

Table III: Enter the number of handicapped children participating in the district's Title I project by major handicap. A child who is deaf and who suffers speech impairment should be counted in the category which you determine most critically impairs his ability to achieve. Do not count an individual in more than one category.

SECTION B

Public and Non-Public Schools

Items 1 and 2: Respond as indicated. Circle the "NA" in Item 1 if no non-public schools serve children residing in your eligible attendance areas.

SECTION C

Parental Involvement

Item 1: Respond as indicated.

Item 2, Table IV: Enter the number of parents who participated in the district's Title I projects in the various categories of involvement listed. Example: If five parents attended four Advisory Committee meetings and each meeting lasted two hours, the number of parents (first column) would be 5. The total number of hours involved (second column) would be 40, (5 parents times 4 meetings times 2 hours). It is understood that entries in this table represent your best estimates and that it may not be possible to document your responses.

SECTION D

Project Staff

Items 1, 2, and 3: Respond as indicated.

Table V: Enter the number of aides having attained each level of educational attainment. Count each aide only once, by highest level of attainment.

Item 4: Respond as indicated.

Item 5: Respond as indicated. Enter average number of years to nearest whole number. Do not count current year's employment in determining years of experience.

Item 6: Respond as indicated.

Table VI: In column 1, "Number of Staff Positions", count each staff position funded partly or wholly by Title I in the category which best describes the position. Each position counts as one, whether partly or wholly funded by Title I. In column 2, enter each position as full-time equivalent to the nearest tenth. Please observe decimal point in column 2.

Example: Three librarians may each receive half their salaries from Title I. The entry for Line 7, column 1, would be 3. The entry for column 2 would be 1.5.

SECTION E

Additional Information

Items 1 and 2: Respond as indicated.

Table VII: Indicate the racial and ethnic composition of your district's student population by entering the appropriate numbers in each category listed in Table VII. Note that this table reflects district enrollment, not just Title I participation.

INSTRUCTIONS

PART II

COMPONENT INFORMATION

Cover Sheet

Respond as indicated. Instructional area codes are listed in Appendix A of this instruction booklet.

SECTION A

Participation Data

Enter component (instructional area) code and school district code as indicated at the top of this and each succeeding page.

Item 1: Enter the names of each school in which instruction is presented as part of this component. List school codes.

Item 2: Enter the number of schools listed in Item 1.

Items 3, 4, 5, and 6: Respond as indicated.

Item 7, Table VIII: Indicate the extent of parental involvement in this instructional activity (component) by completing Table VIII. Example: If twenty-four parents participated in individual conferences with teachers and conferences averaged thirty minutes in length, 24 would be entered in the first column for that category of involvement, and 12 (twenty-four times ½ hour) would be entered in the second column.

Table IX: Indicate the extent of participation in this component by completing Table IX. Count each child who participated to a significant degree. Example: A child who was assigned to the component but moved out of the district five days later should not be counted. The child who is assigned to the component and is dismissed five weeks later because it is determined that he no longer needs the special instruction should be counted as a participant.

Participants in ungraded programs should be counted in the grade which (by reason of age) they would be expected to be assigned if they were in a graded program. Example: An EMR class of 15 students might include four 9 year olds, six 10 year olds, and five 11 year olds. The four 9 year olds would be counted as 4th graders, the six 10 year olds would be counted as fifth graders, etc.

Table X: Indicate the ethnic and racial composition of the membership of this component by entering the appropriate responses in Table X. Note that this reflects this component's membership.

Table XI: Complete Table XI as directed. Consider only the handicapped children participating in this component. The multi-handicapped child should be counted only once, in the category of handicap which most critically affects his ability to achieve in school.

Table XII: Indicate the educational attainment of teacher aides assigned to this component. Count each aide only once, in the category of highest educational attainment. Count each aide as a whole person, whether assigned full or part-time to this component.

Item 8: Respond as indicated.

Item 9: Compute average number of years of experience to nearest whole number. Do not include current year in counting years of experience.

Table XIII: Enter the number of Title I funded staff positions assigned to this component by full-time equivalent to nearest tenth. (Note decimal point in response column.) Example: A full-time Title I coordinator in a district whose project includes two components with approximately the same number of participants might be listed as 0.5 on line 10 of Table XIII on each of the two component evaluation reports.

SECTION B

Achievement Information

Directions for reporting achievement data will be found on pages 6 and 7, of the Part II (Component Information) reporting form.

APPENDIX A

INSTRUCTIONAL AREA (COMPONENT) CODES

INSTRUCTIONAL AREA:

CODE: ACTIVITY

110.....Art
111.....Business Education
112.....Cultural Enrichment - General
113.....English Language Arts
114.....Agriculture
115.....Reading
116.....Foreign Language
117.....Home Economics
118.....Industrial Arts
119.....Kindergarten
120.....Mathematics
121.....Music
122.....Physical Education/Recreation
123.....Pre-Kindergarten
124.....Science
125.....Social Studies/Social Sciences
126.....General Elementary and Secondary Education (Example: reduction of class size, tutoring)
127.....Speech Therapy
128.....Special Education for the Handicapped (not including speech therapy)
129.....Vocational Education
130.....Other, describe _____

APPENDIX B

CATEGORIES OF READING OBJECTIVES (115)

Student should demonstrate:

01 Gain in reading achievement as measured by standardized test, reported in grade equivalent scores.

02 Gain in reading achievement as measured by publishers' test, other than norm-referenced tests.

03 Gain in reading achievement as measured by standardized tests, reported other than in grade equivalent scores. (Stanine, percentile, raw score, etc.)

04 Gain in reading achievement as measured by teacher made test, teacher checklist, teacher observation, etc.

05 Improved attendance as measured by attendance records, or improved attitude toward school as measured by improved attendance.

06 Increased use of library as measured by comparison with base line data or comparison with non-Title I students.

07 Improved attitude toward school, or toward reading, as measured by affective test, self-report instruments, teacher judgement, discipline records, etc.

08 Improved performance in other content areas, as measured by teacher reports, grade cards, grade point standings, etc.

09 Improved speech and hearing through therapy provided as supportive to reading instruction as measured by teacher judgement, professional evaluation, incidence of dismissal from therapy, etc.

10 Improved attitude toward self as measured by published self-concept measure, student report, parent report, teacher judgement, etc.

APPENDIX B (Cont.)

CATEGORIES OF MATHEMATICS OBJECTIVES (120)

Students should demonstrate:

01 Gain in mathematics achievement as measured by standardized test, reported in grade equivalent scores.

02 Gain in mathematics achievement as measured by publishers' test, reported other than norm-referenced tests.

03 Gain in mathematics achievement as measured by standardized test, reported other than in grade equivalent scores.

04 Gain in mathematics achievement as measured by teacher made test, teacher checklist, teacher observation, etc.

05 Improved attendance as measured by attendance records, or improved attitude toward school as measured by improved attendance.

06 Improved attitude toward school or toward mathematics as measured by affective test, self-report instruments, teacher judgement, grade cards, etc.

07 Improved attitude toward self as measured by published self-concept measure, student report, parent report, teacher judgement, etc.

APPENDIX B (Cont.)

CATEGORIES OF GENERAL EDUCATION OBJECTIVES (126)

Students should demonstrate:

01 Gain in reading achievement plus in one or more other areas as measured by standardized test, reported in grade equivalent scores.

02 Gain in reading achievement as measured by standardized test, reported in grade equivalent scores.

03 Gain in mathematics achievement as measured by standardized test, reported in grade equivalent scores.

04 Gain in achievement in a composite of subjects not including reading as measured by standardized test, reported in grade equivalent scores.

05 Gain in achievement in subjects other than reading or mathematics as measured by standardized test, reported in grade equivalent scores.

06 Gain in reading achievement plus in one or more other areas as measured by standardized test, reported in form other than grade equivalent.

07 Gain in reading achievement as measured by standardized test, reported in form other than grade equivalent.

08 Gain in mathematics achievement as measured by standardized test, reported in form other than grade equivalent.

09 Gain in achievement in subjects other than reading as measured by standardized test, reported in form other than grade equivalent.

10 Improved social adjustment or interpersonal relationships as measured by self-report instruments, teacher judgement, discipline records, etc.

11 Improved attitude toward school as measured by attendance records, or improved attitude toward school as measured by improved attendance.

12 Improved attitude toward self as measured by published self-concept measure, student report, parent report, teacher judgement, etc.

13 Improved psychomotor skills as measured by publishers' test, teacher observation, teacher checklist, etc.

APPENDIX B (Cont.)

CATEGORIES OF SPECIAL EDUCATION OBJECTIVES (128)

Students should demonstrate:

01 Gain in reading achievement as measured by standardized test, reported in grade equivalent scores.

02 Gain in reading achievement as measured by publishers' test other than norm-referenced tests.

03 Gain in reading achievement as measured by teacher made test, teacher checklist, teacher observation, etc.

04 Gain in achievement in addition to reading as measured by publishers' test.

05 Gain in survival word reading skill as measured by standardized test, teacher test, teacher observation, etc.

06 Improved social adjustment or interpersonal relationships as measured by teacher observation, teacher checklist, etc.

07 Improved attitude toward school as measured by self-report instruments, teacher judgement, discipline records, etc.

08 Improved attitude toward self as measured by published self-concept measure, student report, parent report, teacher judgement, etc.

09 Gain in psychomotor skills or physical skills for living as measured by publishers' test, teacher observation, etc.

10 Increased use of library as measured by comparison with base line data or library records.

APPENDIX C

CODES FOR TESTS, DEVICES, INSTRUMENTS

CODE: TESTS, DEVICES

00.....Comprehensive Test of Basic Skills, Expanded Edition (1973)
01.....Gates MacGintie Reading Test
02.....Dolch Word Test (220 Sight Vocabulary)
03.....SRA
04.....Nelson Denny Reading Inventory
05.....Botel Phonics Inventory
06.....Frostig Developmental Test of Visual Perception
07.....California Achievement Test
08.....Iowa Silent Reading Test
09.....Lee-Clark Readiness
10.....Barbe Reading Skills
11.....Botel Reading Inventory
12.....Metropolitan Readiness Test
13.....Peabody Picture Vocabulary Test
14.....Stanford Achievement Test
16.....Wide Range Achievement Test
17.....Comprehensive Test of Basic Skills (1968)
18.....Metropolitan Achievement Test
19.....President's Physical Fitness Test
20.....AAHPER Test
21.....Gestalt Primary Motor Skill
22.....Gray Oral Reading Test
23.....California Test Bureau's Prescriptive Reading Inventory
24.....Pupil Self Rating Scale, Specify _____
25.....Teacher Rating Scale, Specify _____
26.....Parent Inventory, Specify _____
27.....Self Concept Inventories, Specify _____
28.....Observation
29.....Anecdotal Records
30.....Other, Specify _____
_____
_____

PART I

EVALUATION REPORT
TO MEET THE SPECIAL EDUCATIONAL
NEEDS OF EDUCATIONALLY DEPRIVED CHILDREN

1974-75

Title I Elementary and
Secondary Education Act
of 1965

Kentucky State
Department of Education
Frankfort, Kentucky

REPORT CERTIFICATION

This is to certify that the information presented in Parts I and II of this ESEA, Title I Evaluation Report accurately represents the ESEA, Title I activities and results based on the information available to school district personnel as of this date.

Check one of the following:

1974-75 Regular Year Report ☐
1975 Summer Report ☐

_____
Signature of Title I Coordinator/Contact Person

_____
Signature of Superintendent

_____ / _____ / _____
Date: Month Day Year

_____ ___ ___ ___ ___ ___
School District Name County Code District Code

A separate Part II of this report should be submitted for each component (each subject area for which a "Part II, Project Component" was submitted and approved as part of the district's project proposal). List below the names of the district's components as listed in the approved proposal.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

PART I

Project Information

SECTION A

Needs Assessment and Participation Data

1. Name(s) of school(s) involved: School Code

_____ ___ ___ ___

_____ ___ ___ ___

_____ ___ ___ ___

_____ ___ ___ ___

_____ ___ ___ ___

_____ ___ ___ ___

_____ ___ ___ ___

_____ ___ ___ ___

_____ ___ ___ ___

_____ ___ ___ ___

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_____ ___ ___ ___

_____ ___ ___ ___

_____ ___ ___ ___

_____ ___ ___ ___

_____ ___ ___ ___

_____ ___ ___ ___

_____ ___ ___ ___

_____ ___ ___ ___

(Add an additional page if necessary to include all schools.)

Project Information

District Code ___ ___ ___
1

2. Number of school(s) having Title I activities: _____

3. Circle each grade level in which Title I instruction was given:

KG 1 2 3 4 5 6 7 8 9 10 11 12

4. Rank the most pressing educational concerns in your school district that ESEA Title I is identified to meet by placing a "1" in the blank opposite the most pressing, "2" in the blank for next most pressing, etc. Leave blank those which are not pressing concerns.

___ Inadequate reading development
___ Inadequate command of language
___ Poor health
___ Nutritional deficiencies
___ Cultural deprivation
___ Inadequate knowledge of mathematics
___ Inadequate provisions of educating the handicapped (physical & mental)
___ Inadequate pre-school experience
___ Inadequate educational facilities
___ Inadequate instructional facilities and equipment
___ Others, Describe _____

5. Were learner needs documented in the school district's ESEA Title I application for each instructional and support activity funded by ESEA Title I? Yes ___ No ___

6. Check those methods and/or devices used to assess learner needs in ESEA Title I target schools.

___ Standardized Achievement Tests
___ Ability Tests
___ Diagnostic Tests
___ Other Published Tests
___ Teacher or locally prepared cognitive tests
___ Observation Techniques
___ Sociometric Techniques
___ Questionnaires (Survey - Attitude Scales)
___ Anecdotal Records
___ Other, Describe _____

7. Evaluate the following areas from the standpoint of your own observation by circling the appropriate number (on the basis of: #0 - non-existent, #1 - poor, #2 - fair, #3 - good, #4 - very good, #5 - excellent).

Pupil interest and participation in project		1	2	3	4	5
Pupil greatest needs being met through project		1	2	3	4	5
Contribution of teacher aides to project	0	1	2	3	4	5
Contribution of Title I procured materials and equipment	0	1	2	3	4	5
School faculty's collective attitude toward project		1	2	3	4	5
Private school's attitude toward project involvement	0	1	2	3	4	5
Parent's appreciation of project		1	2	3	4	5
Contribution to total education program in school district		1	2	3	4	5

TABLE I

NUMBER PUPILS PARTICIPATING IN TITLE I
INSTRUCTIONAL ACTIVITIES

ACTIVITY	GRS.K-6	7-12	TOTAL NO. OF PARTICIPANTS	
0. General Education				2
1. Art				
2. Business Education				
3. Cultural Enrichment				
4. English Reading				
5. English 2nd Language				
6. English Speech				
7. English Other				3
8. Foreign Language				
9. Health/Phys.Ed/Recreation				
10. Home Economics				
11. Industrial Arts				
12. Mathematics				
13. Music				4
14. Natural Science				
15. Social Science				
16. Vocational Education				
17. Spec.Activities for Handicapped				
18. Pre-Kindergarten & Kindergarten		XXXX		

TABLE II

NUMBER PUPILS RECEIVING TITLE SUPPORTIVE SERVICES

ACTIVITY	GRS.K-6	7-12	TOTAL NO. OF PARTICIPANTS	
0. Attendance				5
1. Clothing				
2. Food				
3. Guidance and Counseling				
4. Health-Dental				
5. Health-Medical				
6. Library				
7. Psychological				6
8. School Social Work				
9. Speech Therapy				
10. Transportation				
11. Spec.Activities for Handicapped				
12. Other Activities				

TABLE III

UNDUPLICATED COUNT OF HANDICAPPED CHILDREN BY MAJOR HANDICAP WHO PARTICIPATED IN THIS TITLE I PROJECT

Write Number in Appropriate Blank

TYPE OF HANDICAP	NUMBER OF STUDENTS
Educable or Trainable Mentally Retarded	
Hard of Hearing	
Deaf	
Speech Impaired	
Crippled	
Visually Handicapped	
Seriously Emotionally Disturbed	
Other Health Impaired	

SECTION B

PUBLIC AND NON-PUBLIC SCHOOLS

1. Indicate the relationship with non-public schools regarding participation in the Title I program. (Circle Yes or No or fill in blanks.)

Yes No NA Advised non-public school officials of Title I program

_____ Number non-public schools located in school district

_____ Number non-public schools that participated in Title I program

If any non-public school students participated in the Title I program, answer questions below, if not, skip to next question.

2. Assistance was given non-public school students as indicated below (Place X in blank if applicable.)

____ Teaching materials or equipment were loaned to non-public schools for use in compensatory programs conducted by non-public school personnel.

____ LEA employs Title I teacher who conducts compensatory classes at non-public school.

____ Non-public school participants attend Title I classes at the public school.

____ In-service training was provided teachers in non-public schools.

SECTION C

PARENTAL INVOLVEMENT

1. Yes No Do you have a Title I Advisory Committee? (Circle appropriate response)

   Yes No Do parents of children served constitute more than 51% of the Advisory Committee? (Circle appropriate response)

   _____ Number of Advisory Committee meetings. (Write number in blank.)

   Was the Advisory Committee consulted about the following: (Circle appropriate response)

   Yes No Planning the program

   Yes No Implementing the program

   Yes No Evaluation of the program

2. Indicate how parents of children in Title I target schools became involved in the Title I program by making appropriate entries in Table IV below.

TABLE IV

ACTIVITY	No. Parents	Total No. Hours Involved
Served on Advisory Committee		
Visited Title I classroom		
Individual conferences with teachers		
Parents contacted by school personnel on home visits		
Attended parents day or similar programs		
Volunteered to assist on field trips or other activities without pay		
Assisted as Teacher Aides or in other capacities with pay		
Estimate the <u>unduplicated count</u> of parents participating above		

SECTION D

PROJECT STAFF

1. In addition to the in-service workshops sponsored by the Department of Education, school districts conducted in-service activities for Title I teachers. Indicate the extent of participation of Title I professional staff members in such activities:

average no. of hours per individual	times	individuals participating	=	man hours of training
_____		_____		☐

2. Indicate the types of in-service activities in which Title I staff members participated. Include activities which were at the personal expense of the individual as well as those funded by local, state, or federal funds. (Check appropriate items)

_____ Attendance at college
_____ Classes given locally for college credit
_____ Correspondence courses for college credit
_____ Workshops (materials, production, etc.)
_____ Short-term instruction or equivalent without college credit
_____ Observations or visits to other schools/simulation activities
_____ Special teacher aide instruction
_____ Miscellaneous training

3. Did the district conduct joint in-service training for Title I aides and the teachers whom they served? (Check appropriate response)

a. Yes ☐ No ☐ Aides not employed in project ☐

b. If yes, indicate the extent of such training.

no. of training hours	X	no. of individuals participating (teachers and aides)	=	man hours of training
_____		_____		☐

TABLE V

TEACHER AIDE QUALIFICATIONS

HIGHEST EDUCATIONAL LEVEL	NUMBER
Masters Degree	
Bachelors Degree	
College Training (non-graduate)	
High School Diploma	
High School Training (non-graduate)	
Less Than High School Training	
TOTAL	

4. Number of teacher aides with prior professional teaching experience_____

5. Average number years served as teacher aide, considering the whole group _____

6. State Administrative Policies for Compensatory Education required each professional staff member employed with Title I funds to attend three days of staff development meetings conducted by the Department of Education. These consisted of:

(1) One day for in-service training, and

(2) Two days for State Compensatory Education Conference.

NOTE: Special education teachers, counselors, social workers, and school nurses were to substitute attendance at their respective professional organization's conference for participation in the one day in-service workshops.

Please indicate the extent of participation in these activities below.

a. ____ Number of Title I funded professional staff members who attended one of the regional in-service workshops.

b. ____ Number of Title I paid special education teachers, counselors, social workers, or school nurses who attended professional organization's conference in lieu of the regional one day in-service meetings.

c. ____ Number of Title I funded professional staff members who attended the two day State Compensatory Education Conference (Louisville; October, 1974).

d. ____ Number of professional staff members whose positions were not funded by Title I (superintendent, assistant superintendent, supervisor, principal, teacher) who attended Title I regional in-service meeting or State Compensatory Education Conference.

TABLE VI

STAFF PAID FROM TITLE I FUNDS

ACTIVITY ASSIGNMENT	NUMBER OF STAFF POSITIONS	FULL-TIME EQUIVALENT	
1. Teaching-Pre-Kindergarten		.	10
2. Teaching-Kindergarten		.	
3. Teaching-Elementary except Pre-K & K		.	
4. Teaching-Secondary		.	
5. Teaching-Handicapped		.	
6. Teacher Aide		.	
7. Librarian		.	
8. Library Aide		.	
9. Supervision		.	
10. Direction and Management		.	
11. Counseling		.	
12. Psychologist		.	
13. Testing		.	
14. Social Work		.	
15. Attendance		.	
16. Nurse		.	11
17. Physician		.	
18. Dentist		.	
19. Clerical		.	
20. Other Professional		.	
21. Other Non-Professional		.	
22. Total (sum of lines 1-21)		.	

SECTION E

ADDITIONAL INFORMATION

1. This school district is primarily: (Check only one)

   Rural _____ Urban _____ Suburban _____

2. The principal source of income in the district is: (Check only one)

   Industry _____ Agriculture _____ Services _____

TABLE VII

NUMBER OF STUDENTS BY ETHNIC BACKGROUND
ENROLLED IN SCHOOL DISTRICT

ETHNIC BACKGROUND	NUMBER OF STUDENTS
Caucasian (White)	
American Indian	
Black (Negro)	
Spanish-Surnamed	
Oriental	
Other	
Total	

PART II

COMPONENT INFORMATION

A separate Part II should be prepared for each project component (each subject area for which a "Part II, Project Component," was submitted and approved as part of the district's project proposal).

This report is for:

_____

Name of Component (as submitted in project application)

_____

Instructional Area Code

Component Code ___ ___ ___ District Code ___ ___ ___

PART II

Component Information

SECTION A

Participation Data

1. Name(s) of school(s) involved in this component: School Code

_____	___ ___ ___
_____	___ ___ ___
_____	___ ___ ___
_____	___ ___ ___
_____	___ ___ ___
_____	___ ___ ___
_____	___ ___ ___
_____	___ ___ ___
_____	___ ___ ___
_____	___ ___ ___
_____	___ ___ ___
_____	___ ___ ___
_____	___ ___ ___
_____	___ ___ ___
_____	___ ___ ___
_____	___ ___ ___
_____	___ ___ ___
_____	___ ___ ___
_____	___ ___ ___
_____	___ ___ ___
_____	___ ___ ___
_____	___ ___ ___

(Add an additional page if necessary to include all schools.)

Component Code ___ ___ ___ District Code ___ ___ ___
I

2. Number of school(s) having this Title I component _____

3. Circle each grade level in which Title I instruction was given in this component. KG 1 2 3 4 5 6 7 8 9 10 11 12

4. Indicate the extent to which class sizes have been reduced. Check appropriate blanks:

Average Size of Classes: (Check appropriate blank)

Title I Classes	Non-Title I Classes in Target Schools
A. ____ 10 or less	A. ____ 10 or less
B. ____ 11-12	B. ____ 11-12
C. ____ 13-15	C. ____ 13-15
D. ____ 16-17	D. ____ 16-17
E. ____ 18-20	E. ____ 18-20
F. ____ 21-23	F. ____ 21-23
G. ____ 24-25	G. ____ 24-25
H. ____ 26-30	H. ____ 26-30
I. ____ 31-35	I. ____ 31-35
J. ____ 36 or more	J. ____ 36 or more

5. Rank the factors which have contributed most to the success of this component by placing a "1" in the blank opposite the factor contributing the most, a "2" opposite the factor contributing next most, etc. Leave blank those which did not contribute.

SUCCESS FACTORS:

_____ Quality of facilities
_____ Quality and amount of materials and equipment
_____ In-service training
_____ Parental Support
_____ Community Support
_____ Assistance of advisory committee
_____ Teacher aide
_____ Health improvement
_____ Nutrition, free food
_____ Use of specialist or consultant
_____ Reduced Size of Classes
_____ Increased Supervision
_____ Other, Describe _____
_____
_____

6. Indicate factors which have made it difficult for you to accomplish the objective of this component. Place a "1" in the blank opposite factor causing greatest difficulty; a "2" in next most difficult, etc. Omit items that are of no problem for your project.

PROBLEM FACTORS:

_____ Trained teachers not available
_____ Specialists not available
_____ Inadequate facilities
_____ Short duration of project
_____ Inadequate parental support
_____ Late approval of funds
_____ Inadequate equipment and supplies
_____ Teacher load too great
_____ Inadequate guidelines
_____ Other, Describe _____
_____
_____

Component Code ___ ___ ___ District Code ___ ___ ___

7. Indicate how parents of children in Title I target schools became involved in this Title I component by making appropriate entries in Table VIII below.

TABLE VIII

ACTIVITY	No. Parents	Total No. Hours Involved
Visited Title I classroom		
Individual conferences with teachers		
Parents contacted by school personnel on home visits		
Attended parents day or similar programs		
Volunteered to assist on field trips or other activities without pay		
Assisted as Teacher Aides or in other capacities with pay		
Estimate the unduplicated count of parents participating above		

2

TABLE IX

NUMBER PUPILS PARTICIPATING IN THIS TITLE I COMPONENT

	3	4	
Grade Level	Participants In Public Schools	Participants In Non-Public Schools	Total
Pre-K			
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
Total			

Component Code ___ ___ ___ District Code ___ ___ ___

5

TABLE X

NUMBER OF STUDENTS BY ETHNIC BACKGROUND WHO PARTICIPATED IN THIS TITLE I COMPONENT

ETHNIC BACKGROUND	NUMBER OF STUDENTS
Caucasian (White)	
American Indian	
Black (Negro)	
Spanish-Surnamed	
Oriental	
Other	
Total*	

*Should be equal to total in Table IX

TABLE XI

UNDUPLICATED COUNT OF HANDICAPPED CHILDREN BY MAJOR HANDICAP WHO PARTICIPATED IN THIS TITLE I COMPONENT

TYPE OF HANDICAP	NUMBER OF STUDENTS
Educable or Trainable Mentally Retarded	
Hard of Hearing	
Deaf	
Speech Impaired	
Crippled	
Visually Handicapped	
Seriously Emotionally Disturbed	
Other Health Impaired	

TABLE XII

TEACHER AIDE QUALIFICATIONS

HIGHEST EDUCATIONAL LEVEL	NUMBER
Master's Degree	
Bachelor's Degree	
College Training (non-graduate)	
High School Diploma	
High School Training (non-graduate)	
Less Than High School Training	
TOTAL	

8. Number of teacher aides with prior professional teaching experience_____

9. Average number years served as teachers aide, considering the whole group _____

TABLE XIII

STAFF PAID FROM TITLE I FUNDS

ACTIVITY ASSIGNMENT	FULL-TIME EQUIVALENT
1. Teaching-Pre-Kindergarten	.
2. Teaching-Kindergarten	.
3. Teaching-Elementary except Pre-K & K	.
4. Teaching-Secondary	.
5. Teaching-Handicapped	.
6. Teacher Aide	.
7. Librarian	.
8. Library Aide	.
9. Supervision	.
10. Direction and Management	.
11. Counseling	.
12. Psychologist	.
13. Testing	.
14. Social Work	.
15. Attendance	.
16. Nurse	.
17. Physician	.
18. Dentist	.
19. Clerical	.
20. Other Professional	.
21. Other Non-Professional	.

SECTION B

ACHIEVEMENT INFORMATION

I. Directions for Completing Table XIV

Table XIV is designed to report most achievement gains measured in terms of differences between pre and post-test data. Objectives which are so measured should be reported on this table if at all possible. Attainment of objectives not measured by pre and post-test differences should be reported on Table XV.

Achievement Gains: Using the format and codes described below, complete Table XIV indicating the achievement gains made by students participating in this component (Instructional Activity).

Important: Report gains for each grade level served by the Instructional Activity on a separate line of Table XIV.

The following sample performance objective is reported as an example on the first line of Table XIV.

> Sample Performance Objective: By the end of the 1973-74 school year, third grade students participating in the ABC Instructional Activity will demonstrate an average of one month's gain per month of instruction, between pre and post-testing, in reading comprehension as measured by the reading comprehension subtest of the CTBS Expanded Edition.

Column 1: (a) Enter a brief statement of the performance objective as stated in the approved project proposal. (b) Most Title I instructional activities funded in Kentucky are in the areas of reading (115); mathematics (120); general education, including reduction of class size, tutoring in all subject areas, etc. (126); and special education for the handicapped (128). If the component evaluation you are reporting is not in one of these areas, write "NA" in the box to the upper left of the objective. For the areas of reading, mathematics, general education (reduction of class size, tutoring), and special education, code numbers have been established for classifying objectives into general categories. Most performance objectives in these components of Kentucky Title I projects will resemble one of the general categories established for that particular instructional area.

If you are reporting on a component in one of the four areas listed above, please study carefully the categories for the appropriate subject area (Appendix B of instruction booklet) and select the objective that most resembles your stated objective. Record the code number for that objective in the box just above and to the left of your objective. If none of the general categories of objectives listed in Appendix B resemble your stated objective, write "NA" in the box.

Important: Report on a separate line achievement data for each grade level. When succeeding lines are used to report data related to the same objective (but for different grade levels) it is not necessary to rewrite the objective on each line. Just enter the appropriate code number or "NA" in the small box at the left on each line.

When all grade levels for which a given objective applies have been completed, write your second objective (if more than one objective is to be reported on Table XIV), record the proper code in the box at left, and report gains for each grade level for that objective.

Column 2: Enter the code from Appendix C describing the test instrument utilized to assess the objective.

Column 3: Enter the month and year that the pre-test was administered.

Column 4: Enter the month and year that the post-test was administered.

Column 5: Enter the grade level for which data are reported. A separate line item entry should be made for each grade level served by the Instructional Activity.

Column 6: Enter the number of students for which pre and post data are reported. Only those students receiving both the pre-test and the post-test should be reported in Table XIV.

Column 7: Enter the code below that describes the score type.

A - Grade Equivalent	C - Percentile
B - Raw Score	D - Stanine

Note: In Columns 8, 9, 10, and 11, report all averages, expected gains, and actual gains to the nearest tenth. Example: 4.2 or 7.0.

Column 8: Enter the pre-test average score using the score type specified in Column 7.

Column 9: Enter the post-test average score using the score type specified in Column 7.

Column 10: Enter the expected gain in terms of the score type specified in Column 7.

Column 11: Enter the actual gain in terms of the score type specified in Column 7.

Column 12: Enter the number of students whose individual gains equalled or exceeded the expected gain from Column 10.

II. Directions for Completing Table XV

a. State the established objective in the first column of Table XV. This information should be reported for objectives which cannot be evaluated on Table XIV or for those stated objectives that were not met as reported in Table XIV.

b. Please mark the appropriate column for results shown on the basis of the best objective and subjective information you have on this activity.

c. In the third column, please indicate in what manner you arrived at your rating in the second column. Please do not hesitate to use teacher judgement, teacher-made tests, observation of other professional staff, or other information that might reflect changes not recorded by pre-test, post-test data.

- END -

TABLE XIV

ACHIEVEMENT GAINS

1.	2. Test Code	3. Pre-Test Date Mo./Yr.	4. Post-Test Date Mo./Yr.	5. Grade	6. Number of Students	7. Score Type	8. Pre-Test Average	9. Post-Test Average	10. Expected Gain	11. Actual Gain	Number of Students Meeting the Objective
Example # 01											
1973-74 Third grade students, Reading Comprehension, one mo. per mo. of instruction, CTBS Expanded Edition.	00	9/73	5/74	3	100	A	2.2	3.1	.8	.9	78
#											
#											
#											
#											
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#											
#											
#											

Component Code ___ ___ ___ District Code ___ ___

8

TABLE XV

ACCOMPLISHMENT OF OBJECTIVES

ESTABLISHED OBJECTIVES OR GOALS	RESULTS SHOWN				USING OBJECTIVE AND SUBJECTIVE DATA JUSTIFY YOUR JUDGMENT ABOUT YOUR RESULTS
List in this space those objectives established and included in your approved project which cannot be evaluated on Table XIV or were not met on the basis of standardized pre-test, post-test data.	PLACE AN X IN THE APPROPRIATE COLUMN FOR EACH OBJ.				In your approved project plan you told how you would evaluate each objective or activity. In this column you should tell how successful you were in achieving these objectives using the device as indicated in your plan. Be sure that you have justified the column checked with an X in the "results shown" column.
	Marked Improvement	Improvement	No Change	Negative Change	

6

94

95

- END -